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ABSTRACT

A growing concern among parents and educators about the increasing incidence of school suspensions led to an exploratory study of the impact of in-school alternatives to out-of-school suspension. This third volume presents research material and instruments used in the second phase of the study, including a brief survey that replaced the initial interviews and the actual survey discussion guides that were targeted to the building principal, program staff, and participating students. The materials also contain instructions for sampling procedures, and completing the student record review form and data record sheets along with the program description questionnaire instrument. (JAC)

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ED220731

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A TWO-PHASE IMPACT STUDY OF IN-SCHOOL ALTERNATIVES TO SUSPENSION

FINAL REPORT
VOLUME III

STUDY INSTRUMENTATION

October 1, 1980

Submitted to:

Department of Education
National Institute of Education
Washington, D. C. 20208

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CG 016033

The work upon which this report is based was performed pursuant to Contract No. 400-78-0067 of the National Institute of Education. It does not, however, necessarily reflect the views of that agency.

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INTRODUCTION

During Phase II of the Study of In-School Alternatives to Suspension, discussion guides targeted to the building principal, program staff, and participating students and used in Phase I formed the foundation for the on-site interviews. In addition, an interview checklist was developed and used as the cover sheet for notes and collected materials.

Since interviews with nonparticipating students, regular teachers, and parents were generally found to be non-productive in Phase I, a brief survey was developed to replace the initial interview. When results from the survey were analyzed, selected representatives of these groups were interviewed with more focused questions during the second site visit.

The student records review form was also modified for Phase II. Approximately 40 percent of the items were eliminated. Quality control of the data collection was improved through delivery of record review forms to the site at the time of the initial site visit. This permitted a staff member to review the actual documents with the district employee, monitor the sampling, and review several of the completed forms. The record review process continued after the orientation, and results were available in several sites before the second site visit.

Finally, a program description questionnaire was developed and approved for gathering information through a national mail survey on in-school alternatives to suspension. The questionnaire responses provided the data for the Directory of In-School Alternatives to Suspension.

**STUDY OF IN-SCHOOL ALTERNATIVES
TO SUSPENSION**

**DISCUSSION OUTLINE
BUILDING PRINCIPAL**

The report for which this information is being gathered is authorized by law (20 USC 1221e). While you are not required to respond to the questions asked in this interview, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

This study is being performed under Contract 400-78-0067 with the National Institute of Education.

DISCUSSION OUTLINE

Site Principals

HISTORY OF THE IN-SCHOOL ALTERNATIVE PROGRAM

Possible Initial Probe: Discuss with respondent how the in-school alternative got started in his/her school district.

Other possible discussion points:

- Significant issues/concerns that led to the program's creation in the district.
- Changes that have occurred in the in-school alternative program since it began.
- Continuation of out of school suspensions; reasons for continuation.
- Changes in the school discipline code and discipline climate that have occurred since the beginning of the program.

PHILOSOPHY OF THE PROGRAM

Possible Initial Probe: Determine the respondent's awareness and understanding of the mission and goals of the in-school alternative program.

Other possible discussion points:

- Congruity of building goals with district program goals.
- Major discipline problems in the building/district.

ORGANIZATIONAL STRUCTURE OF THE PROGRAM

Possible Initial Probe Secure information from respondent as to how the in-school alternative program operates.

Other possible discussion points:

- Program staff accountability.
- Interface between regular teaching staff and alternative program staff.

DAY-TO-DAY OPERATION OF THE PROGRAM

Possible Initial Probe: Discuss procedure for placing a student in the in-school alternative program.

Other possible discussion points:

- Accessibility to the program.
- Resource support for the program in the building and, if known, from the district.
- Parent involvement in the program.

IN-SCHOOL ALTERNATIVES TO SUSPENSION

In keeping with nationwide concern about school discipline, the National Institute of Education (N.I.E.) is funding a two-year "Study of In-School Alternatives to Suspension". Your district is one of identified by N.I.E. to participate in this important project.

The districts are located in

A research team from the contracting organization, JWK International, will be visiting each site during 1978-79. Your school administration has approved the project and has been most helpful in making the necessary arrangements. This promises to be an exciting project with potential impact on schools throughout the country.

The purpose of the study is to learn about the history, philosophy and day-to-day operation of the programs. Each is based on different ideas of discipline; each operates in a different cultural and social environment. Hence, parents, students, teachers and administrators will be interviewed in an open-ended style, so that the perceptions of each person can be discussed.

This is an exploratory study. It is not the intent of the study to determine the "worth" of any program - - we want to find out the views of each person we meet. All interviews will be strictly confidential. At the end of the year, reports about each program will be written and used as a basis for further research into the whole area of in-school alternative programs.

THANK YOU for your participation.

Wilfred Masumura
Richard Chobot
Karen Sagstetter

JWK International Corporation
7617 Little River Turnpike
Suite 800
Annandale, VA 22003

ESTUDIO de ALTERNATIVAS a SUSPENSION en la ESCUELAS

Hay mucho interés en disciplina escolar por toda la nación. Por su parte, el Instituto Nacional de Educación (N.I.E.) está patrocinando un "Estudio de Alternativas a Suspensión en la Escuelas" que va a durar dos años. Su distrito es uno de los identificados por N.I.E. para participar en este proyecto importante. Los distritos están ubicados en

Un equipo de indagación de la organización contratista, JWK Internacional, visitará cada sitio durante 1978-79. La administración de su escuela ha aprobado el proyecto y ha ayudado bastante en hacer los arreglos esenciales. Este proyecto interesante tiene impacto potencial para escuelas en todo el país.

El propósito del estudio es aprender la historia, filosofía, y operaciones diarias de los programas. Cada uno está basado en ideas diferentes de disciplina; cada uno existe en varios ambientes culturales y sociales. Por eso, padres, estudiantes, profesores, y administradores estarán entrevistados informalmente, para que cada persona pueda expresar sus percepciones.

Este es un proyecto de exploración; no vamos a pensar en el "valor" de los programas. Queremos las opiniones de todos que conocemos. Todas las entrevistas serán estrictamente confidenciales. Al fin del año, informes de cada programa estarán escritos y usados como una base para investigaciones adicionales.

Mil gracias para su participación.

Wilfred Masumura
Richard Chobot
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**STUDY OF IN-SCHOOL ALTERNATIVES
TO SUSPENSION**

**DISCUSSION OUTLINE
PROGRAM STAFF**

The report for which this information is being gathered is authorized by law (20 USC 1221a). While you are not required to respond to the questions asked in this interview, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

This study is being performed under Contract 400-78-0067 with the National Institute of Education.

DISCUSSION OUTLINE

Program Staff

HISTORY OF THE IN-SCHOOL ALTERNATIVE PROGRAM

Possible Initial Probe: Discuss with respondent how the in-school alternative got started in his/her school district.

Other possible discussion points:

- Significant issues/concerns that led to the program's creation in the district.
- Changes that have occurred in the in-school alternative program since it began.
- Continuation of out of school suspensions; reasons for continuation.
- General changes in student behavior that have occurred since the program began.
- Changes in the building/district that have occurred since the program began.

PHILOSOPHY OF THE PROGRAM

Possible Initial Probe: Determine the respondent's awareness and understanding of the mission and goals of the in-school alternative program.

Other possible discussion points:

- If program has a counseling component, model(s) utilized as program framework (e.g. Behavior Modification, etc.).
- Major discipline problems in the building/district.
- Reason(s) that discipline problems occur.

ORGANIZATIONAL STRUCTURE OF THE PROGRAM

Possible Initial Probe: Secure information from respondent as to how the in-school alternative program operates.

Other possible discussion points:

- Identify program "gatekeepers."
- Characteristics of program staff.

- Reasons for selection of program staff and for staffing pattern in place.
- Program linkage with regular teachers.
- Program linkages with regular guidance staff.
- View held by members of school community of students who participate in program.
 - .. Teachers
 - .. Other students.

DAY-TO-DAY OPERATION OF THE PROGRAM

Possible Initial Probe: Discuss procedures for placing a student in the in-school alternative program.

Other possible discussion points:

- Resources which support the program.
- Academic content of the program.
- Typical sequence of program activities for a student.
- Restrictions placed on students who participate in the program.
- Accessibility of program services to all students in the building.
- Parent involvement in the program.

IN-SCHOOL ALTERNATIVES TO SUSPENSION

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The districts are located

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The purpose of the study is to learn about the history, philosophy and day-to-day operation of the programs. Each is based on different ideas of discipline; each operates in a different cultural and social environment. Hence, parents, students, teachers and administrators will be interviewed in an open-ended style, so that the perceptions of each person can be discussed.

This is an exploratory study. It is not the intent of the study to determine the "worth" of any program - - we want to find out the views of each person we meet. All interviews will be strictly confidential. At the end of the year, reports about each program will be written and used as a basis for further research into the whole area of in-school alternative programs.

THANK YOU for your participation.

Wilfred Masumura
Richard Chobot
Karen Sagstetter

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Annandale, VA 22003

ESTUDIO de ALTERNATIVAS á SUSPENSIÓN en la ESCUELAS

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clair, NJ; Houston, TX y Los Angeles, CA. Un equipo de indagación de la organización contratista, JWK Internacional, visitará cada sitio durante 1978-79. La administración de su escuela ha aprobado el proyecto y ha ayudado bastante en hacer los arreglos esenciales. Este proyecto interesante tiene impacto potencial para escuelas en todo el país.

El propósito del estudio es aprender la historia, filosofía, y operaciones diarias de los programas. Cada uno está basado en ideas diferentes de disciplina; cada uno existe en varios ambientes culturales y sociales. Por eso, padres, estudiantes, profesores, y administradores estarán entrevistados informalmente, para que cada persona pueda expresar sus percepciones.

Este es un proyecto de exploración; no vamos a pensar en el "valor" de los programas. Queremos las opiniones de todos que conocemos. Todas las entrevistas serán estrictamente confidenciales. Al fin del año, informes de cada programa estarán escritos y usados como un base para investigaciones adicionales.

Mil gracias para su participación.

Wilfred Masumura
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Karen Sagstetter

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**STUDY OF IN-SCHOOL ALTERNATIVES
TO SUSPENSION**

**DISCUSSION OUTLINE
PARTICIPATING STUDENTS**

The report for which this information is being gathered is authorized by law (20 USC 1221e). While you are not required to respond to the questions asked in this interview, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

This study is being performed under Contract 400-78-0067 with the National Institute of Education.

DISCUSSION OUTLINE

Participating Students

PHILOSOPHY OF THE PROGRAM

Possible Initial Probe: Have student give opinion as to why the in-school alternative program was created in the district.

AND

Have student discuss why he/she was referred to the in-school alternative program.

Other possible discussion points:

- Discipline problems which exist in the school.
- Effect of the program on these problems and on the school system.
- Effect of the program on students. Did it help you?

DAY-TO-DAY OPERATION OF THE PROGRAM

Possible Initial Probe: Have student describe the routine of the program as they experience(d) it.

Other possible discussion points:

- Program restrictions.
- Counseling component of program (where appropriate).
- Academic component of program (where appropriate).

IN-SCHOOL ALTERNATIVES TO SUSPENSION

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PARENTAL PERMISSION SLIP

I give permission for my son/daughter _____ to be interviewed by research staff from JWK International Corporation in connection with the government sponsored study of the _____ program at _____ School. I recognize that participation of my child in this study is entirely voluntary.

Date: _____ Signed: _____
Parent or Guardian

Dear _____,

The _____ School District has agreed to participate in a study sponsored by the National Institute of Education in Washington, D.C. This study is being conducted by JWK International Corporation of Annandale, Virginia.

The purpose of the study is to review the operation of the _____ program at _____ School. As part of that review, the researchers for JWK will be interviewing students who have and students who have not participated in the program. The researchers would like to briefly interview your son/daughter _____.
name

Your child's name was selected at random for this interview. We need your permission, however, before the interview can be conducted. The interview will take approximately fifteen minutes. It will occur during the regular school day. Every effort will be made to set up an interview time so that your son/daughter will not be taken out of a regular class.

A permission slip is enclosed for you to sign and return to _____ if you agree to the interview.

Thank you for your help.

ESTUDIO de ALTERNATIVAS á SUSPENSIÓN en la ESCUELAS

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LEA _____
SCHOOL BUILDING _____
NAME OF PERSON INTERVIEWED _____

TITLE _____

DATE _____
GRADES _____
PHONE () _____
Area _____

I. DISTRICT BACKGROUND

- ____ 1. Size (student/staff/decline or growth)
- ____ 2. Budget
- ____ 3. Physical Plant
- ____ 4. Community characteristics (e.g., size, type, etc.)
- D ____ 5. Out of school suspensions

II. BUILDING BACKGROUND

- ____ 6. Size (student/staff; ethnicity)
- ____ 7. Clients (race, class, stability)
- ____ 8. Students (ethnic mix, test scores, intrusive factors (e.g., desegregation))
- ____ 9. Tracking
- D ____ 10. Out-of-school suspensions

III. DISCIPLINE (POLICIES AND PRACTICE)

- D ____ 11. District and building policies
- ____ 12. Formulators of policy
- ____ 13. State regulations/judicial factors
- ____ 14. Definitions/distinctions out-of-school suspension in-school suspension
- D ____ 15. Common offenses
- D ____ 16. Consequences } Handbook
- ____ 17. Significant changes last 10 years

IV. DISCIPLINE RECORD KEEPING (GENERAL AND ISS)

- D ____ 18. Forms and their uses (include ISS)
- ____ 19. Types of data and dates
- ____ 20. Definitions of terms
- D ____ 21. Recording procedures and quality control
- ____ 22. Procedures for aggregating statistics
- D ____ 23. Types of summary statistics
- ____ 24. Use of summary statistics
- D ____ 25. Trend data
- ____ 26. Changes in procedures
- ____ 27. Problems, recommendations for improvement

V. ISS PROGRAM HISTORY

- ____ 28. Impetus for project key actors
- D ____ 29. Planning documents process
- D ____ 30. Program overview
- ____ 31. Initial training and implementation
- ____ 32. Changes to present
 - ____ --staff
 - ____ --programmatic
 - ____ --fiscal
 - ____ --philosophical
- ____ 33. Problems encountered

VI. PROGRAM PHILOSOPHY

- D ____ 34. Philosophy
- D ____ 35. Specific objectives
- D ____ 36. Target group

VII. PROGRAM STRUCTURE

- ____ 37. Line administration
- ____ 38. Program staff
- ____ 39. Staff training (pre-service/in-service)
- D ____ 40. Job description
- ____ 41. Selection criteria
- ____ 42. Evaluation criteria

VIII. ISS PROGRAM OPERATION

- ____ 43. Referral
- ____ 44. Placement (decision rules)
- ____ 45. In-take
- ____ 46. Length/duration of assignment (FT/PT)
- D ____ 47. Activities/materials
- ____ 48. Release
- D ____ 49. Follow-up

IX. ISS STUDENT CHARACTERISTICS

- D ____ 50. Type of student referred
 - race
 - academic ability
 - sex
 - grade level
- D ____ 51. Number of students referred
- D ____ 52. Offenses
- D ____ 53. Length of assignment
- ____ 54. Due process considerations
- ____ 55. Contrasts with students/suspended out of school

X. ISS PROGRAM IMPACT

- ____ 56. Objectives achieved
- D ____ 57. Reduction of out of school suspension
- D ____ 58. Formal program evaluations (methods findings)

XI. MISCELLANEOUS

- ____ 59. Parent involvement/support
- ____ 60. Staff student attitudes/support
- ____ 61. Changes anticipated

Interviewer: _____

PARENT DESCRIPTIVE SURVEY

We are asking your help in a study which we are doing here in Lafayette. The study is sponsored by the National Institute of Education. JWK International Corporation, a consulting firm located in Annandale, Virginia, is the firm actually doing the study with the permission and assistance of your Superintendent of Schools.

The program which we are studying is called . It provides an alternative to some students being suspended out of school. From our analysis of the information which you and others provide in completing this form we will have some idea how the program, its staff, and the students who participate in it are viewed in this district.

You were selected to receive this survey because you have had or presently have a son or daughter in the program.

Here is what you can do to help.

1. Complete the attached survey form following the instructions which appear on the first page. It should take about ten minutes to complete.
2. Fold the completed form on the dotted line with the JWK address out and staple or tape the form closed.
3. Drop the form in the mail. No postage is necessary.

Thank you for your help!

(2)

P

DESCRIPTIVE SURVEY

(3-6)

0	0	1	1
---	---	---	---

(7-8)

INSTRUCTIONS: Please complete all of the questions on this survey form by checking the appropriate boxes. The boxes are located to the right of each response option. Disregard the numbers which appear next to each box. They are for the use of the key-punch operator.

After you have completed the form, please fold it address side out, staple or tape it closed, and drop it in the mail. The postage has already been paid.

Thank you for your help.

1. Who is filling out this survey?
(check one)

(9)

MOTHER

☐ 1

FATHER

☐ 2

GUARDIAN OR OTHER RELATIVE

☐ 3

2. You have received this survey because school records indicate that your son or daughter has been, or is currently, a participant in the _____ program at _____ Do you know what _____ is?

(10)

YES

☐ 1

NO

☐ 2

3. If you answered "YES" to Question 2 above, do you feel that your child's behavior has changed as a result of his or her involvement in _____ .?

(11)

YES

☐ 1

NO

☐ 2

4. If you answered "YES" to Question 3, in what ways do you see your child as having changed since his or her participation in ? (Check as many as you like)

(12-16)

GETS INTO LESS TROUBLE.

☐ 1

HAS A BETTER ATTITUDE TOWARD SCHOOL.

☐ 2

HAS A BETTER ATTITUDE ABOUT
HIMSELF/HERSELF.

☐ 3

SCHOOL ATTENDANCE HAS IMPROVED.

☐ 4

GRADES HAVE IMPROVED.

☐ 5

5. When your child was assigned to the
were you notified?

(17)

YES

☐ 1

NO

☐ 2

6. If you answered "YES" to Question 5, how were
you notified?

(18)

LETTER

☐ 1

TELEPHONE CALL

☐ 2

PERSONAL VISIT BY SCHOOL EMPLOYEE

☐ 3

OTHER

(write in)

7. Have you ever met personally with, or spoken by phone
with any person involved in the

(19)

YES

☐ 1

NO

☐ 2

(20)



(21-30)

THEFT

STUDY OF IN-SCHOOL ALTERNATIVES
TO SUSPENSION

TEACHER DESCRIPTIVE SURVEY

CONTRACTOR: JWK INTERNATIONAL
CORPORATION
SPONSOR: NATIONAL INSTITUTE
OF EDUCATION

The report for which this information is being gathered is authorized by law (2 USC 1221e). While you are not required to respond to the questions asked in this interview, your cooperation is needed to make the results of this study comprehensive, accurate and timely.

This study is being performed under Contract 400-78-0067 with the National Institute of Education.

TEACHER DESCRIPTIVE SURVEY

We are asking your help in a study which we are doing here in New Orleans. The study is sponsored by the National Institute of Education. JWK International Corporation, a consulting firm located in Annandale, Virginia, is the firm actually doing the study with the permission and assistance of your Superintendent of Schools.

The program which we are studying is called the . It provides an alternative to some students being suspended out of school. From our analysis of the information which you and others provide in completing this form we will have some idea how the program, its staff, and the students who participate in it are viewed in this district.

You were selected to receive this survey at random from a list of all teachers in the building. There is no way of knowing who you are. Further, by returning the survey forms directly to us, our box in the main office, no one in the district will see them.

Here is what you can do to help.

1. Complete the attached survey form following the instructions which appear on the first page. It should take about ten minutes to complete.
2. Return the survey to the designated box in the office by end of school Thursday, January 10.

Thank you for your help!

(2)

T

DESCRIPTIVE SURVEY

(3-6)

0	0	2	
---	---	---	--

(7-8)

INSTRUCTIONS: Please complete all of the questions on this survey form by checking the appropriate boxes. The boxes are located to the right of each response option. Disregard the numbers which appear next to each box. They are for the use of the key-punch operator.

After you have completed the form, please return it to the designated box in the main office.

Thank you for your help.

(9-10)

1. How long have you worked in this building? _____ years.

(11-14)

2. What subject do you teach? (e.g., Math, English, Art, Shop, Physical Education, etc.) _____.

(15-16)

3. What grade level do you teach? _____.

(17)

4. You are:

MALE

☐

1

FEMALE

☐

2

(18)

5. Have you ever heard of the _____ program?

YES

☐

1

NO

☐

2

(19-28)

6. Below is a list of offenses. Please review the list and select the one that you feel represents the most serious discipline problem at your school). Place a (1) in the box to the right of that offense. Now select the one that you consider next most serious and place a (2) in the box to the right of that offense. Continue ranking until you have covered all offenses which occur at your school. You do not have to rank all ten offenses if some are not problems.

VIOLENCE (fights, assaults, etc.)

☐

VANDALISM (destruction of school property or of other peoples' property)

☐

ABSENCE FROM SCHOOL

☐

CLASS CUTTING

☐

BEING LATE FOR SCHOOL

☐

MISBEHAVIOR IN CLASS

☐

DISRESPECT FOR OTHERS

☐

SMOKING CIGARETTES

☐

DRUGS

☐

DRINKING

☐

THEFT

☐

IF YOU CHECKED "NO" TO QUESTION 5, AND HAVE COMPLETED QUESTION 6, GO ON TO NUMBER 12. IF YOU CHECKED "YES" TO QUESTION 5, PLEASE CONTINUE TO COMPLETE THE SURVEY FORM IN SEQUENCE.

(29)

7. Do you personally know a student or students who have participated in the _____ program?

YES

☐

1

NO

☐

2

(30)

8. Do you feel that this person (these persons) has (have) changed as a result of their involvement in the _____ program?

YES

☐

1

NO

☐

2

(31-35)

9. If you answered "YES" to Question 8, in what ways do you see the person as having changed since his/her participation in the _____ (Check as many as you like)

THE PERSON GETS INTO LESS TROUBLE.	<input type="checkbox"/>	1
THE PERSON HAS A BETTER ATTITUDE TOWARD SCHOOL.	<input type="checkbox"/>	2
THE PERSON HAS A BETTER ATTITUDE ABOUT HIMSELF/HERSELF.	<input type="checkbox"/>	3
THE PERSON'S ATTENDANCE HAS IMPROVED.	<input type="checkbox"/>	4
THE PERSON'S GRADES HAVE IMPROVED.	<input type="checkbox"/>	5

(36)

10. Are teachers given a choice as to accepting/re-admitting into their class students who have been in the _____ program?

YES	<input type="checkbox"/>	1
NO	<input type="checkbox"/>	2

(37)

11. If you were asked to take/re-admit a student just out of the _____ program into your class, what would your reaction be? (Check One)

IT WOULD DEPEND ON THE INDIVIDUAL STUDENT.	<input type="checkbox"/>	1
I WOULD TRY TO HAVE THE STUDENT ASSIGNED TO A CLASS OTHER THAN MINE.	<input type="checkbox"/>	2
I WOULD PREFER THE STUDENT BE ASSIGNED TO ANOTHER CLASS, BUT WOULD ACCEPT HIM/HER.	<input type="checkbox"/>	3
I WOULD ACCEPT THE STUDENT SIMPLY AS ANOTHER TRANSFER STUDENT.	<input type="checkbox"/>	4

(38)

12. Check all words appearing below which, in your opinion, describe the average student at your school.

<input type="checkbox"/> able	<input type="checkbox"/> neat
<input type="checkbox"/> accurate	<input type="checkbox"/> organized
<input type="checkbox"/> acquiescent	<input type="checkbox"/> outgoing
<input type="checkbox"/> aggressive	<input type="checkbox"/> outspoken
<input type="checkbox"/> alert	<input type="checkbox"/> precise
<input type="checkbox"/> bright	<input type="checkbox"/> productive
<input type="checkbox"/> clever	<input type="checkbox"/> proficient
<input type="checkbox"/> competent	<input type="checkbox"/> proud
<input type="checkbox"/> creative	<input type="checkbox"/> rebellious
<input type="checkbox"/> dependable	<input type="checkbox"/> reliable
<input type="checkbox"/> dishonest	<input type="checkbox"/> resourceful
<input type="checkbox"/> disruptive	<input type="checkbox"/> shrewd
<input type="checkbox"/> efficient	<input type="checkbox"/> shy
<input type="checkbox"/> ingenious	<input type="checkbox"/> stable
<input type="checkbox"/> insensitive	<input type="checkbox"/> subtle
<input type="checkbox"/> intelligent	<input type="checkbox"/> systematic
<input type="checkbox"/> involved	<input type="checkbox"/> thoughtful
<input type="checkbox"/> lazy	<input type="checkbox"/> tidy
<input type="checkbox"/> loud	<input type="checkbox"/> unintelligent
<input type="checkbox"/> maladjusted	<input type="checkbox"/> well mannered
<input type="checkbox"/> methodical	<input type="checkbox"/> withdrawn

Please return the form to the box in the main office.

Thank you for your help!

(38)

12. Check all words appearing below which, in your opinion, describe students who are assigned to the program.

<input type="checkbox"/> able	<input type="checkbox"/> neat
<input type="checkbox"/> accurate	<input type="checkbox"/> organized
<input type="checkbox"/> acquiescent	<input type="checkbox"/> outgoing
<input type="checkbox"/> aggressive	<input type="checkbox"/> outspoken
<input type="checkbox"/> alert	<input type="checkbox"/> precise
<input type="checkbox"/> bright	<input type="checkbox"/> productive
<input type="checkbox"/> clever	<input type="checkbox"/> proficient
<input type="checkbox"/> competent	<input type="checkbox"/> proud
<input type="checkbox"/> creative	<input type="checkbox"/> rebellious
<input type="checkbox"/> dependable	<input type="checkbox"/> reliable
<input type="checkbox"/> dishonest	<input type="checkbox"/> resourceful
<input type="checkbox"/> disruptive	<input type="checkbox"/> shrewd
<input type="checkbox"/> efficient	<input type="checkbox"/> shy
<input type="checkbox"/> ingenious	<input type="checkbox"/> stable
<input type="checkbox"/> insensitive	<input type="checkbox"/> subtle
<input type="checkbox"/> intelligent	<input type="checkbox"/> systematic
<input type="checkbox"/> involved	<input type="checkbox"/> thoughtful
<input type="checkbox"/> lazy	<input type="checkbox"/> tidy
<input type="checkbox"/> loud	<input type="checkbox"/> unintelligent
<input type="checkbox"/> maladjusted	<input type="checkbox"/> well mannered
<input type="checkbox"/> methodical	<input type="checkbox"/> withdrawn

Please return the form to the box in the main office.

Thank you for your help!

STUDY OF IN-SCHOOL ALTERNATIVES
TO SUSPENSION

STUDENT DESCRIPTIVE SURVEY

CONTRACTOR: JWK INTERNATIONAL
CORPORATION
SPONSOR: NATIONAL INSTITUTE
OF EDUCATION

This project is authorized by law
(20 USC 1221e). While you are not
required to respond to the questions,
your cooperation is needed to make
the results complete, accurate, and
timely.

This study is being performed under
Contract 400-78-0067 with the National
Institute of Education.

STUDENT DESCRIPTIVE SURVEY

We are asking your help in a study which we are doing here in
The study is sponsored by the National Institute of Education.

The program which we are studying is called .. It provides
a choice to some students being suspended out of school. From the information
which you and others provide on this form we will learn how the
, its staff, and its students are viewed in this school.

Your class was selected at random to receive this survey form. We did
not select your name individually. There is no way we have of knowing
who you are. Further, by returning the survey forms directly to us, no
one in the school will see them.

If you wish to help us, simply complete this form, following the instructions
for each item and place it in the box at the front of the room.

Thank you for your help!

(2)

S

DESCRIPTIVE SURVEY

(3-6)

0	0	2	2
---	---	---	---

(7-8)

INSTRUCTIONS: Please complete all of the questions on this survey form by checking the appropriate boxes. The boxes are located to the right. Ignore the numbers which appear next to each box. They are for our use.

After you have completed the form, please leave it at the front of the room.

Thank you for your help.

(9)

1. How many years have you been a student at ?

(10)

2. Are you (check one):

MALE

☐ 1

FEMALE

☐ 2

(11)

3. Have you ever been assigned to the ?

YES

☐ 1

NO

☐ 2

(12)

4. Have you ever been suspended out of school?

YES

☐ 1

NO

☐ 2

(13)

5. Have you ever heard of the

YES

NO

1

2

(14-23)

6. Below is a list of offenses. Please read the list and select the one that you think is the most serious discipline problem at . Place a (1) in the box to the right of the offense. Now select the one that you think is next most serious and place a (2) in the box to the right of that offense. Continue ranking until you have covered all offenses on the list. You do not have to rank all ten offenses if some are not problems at

VIOLENCE (fights, assaults, etc.)

VANDALISM (destruction of school property or other people's property)

ABSENCE FROM SCHOOL

CLASS CUTTING

BEING LATE FOR SCHOOL

MISBEHAVIOR IN CLASS

DISRESPECT FOR OTHERS

SMOKING CIGARETTES

DRUGS

DRINKING

STEALING

IF YOU CHECKED "NO" TO QUESTION 5, AND HAVE COMPLETED QUESTION 6, YOU CAN GO ON TO NUMBER 10. IF YOU CHECKED "YES" TO QUESTION 5, PLEASE CONTINUE TO COMPLETE THE SURVEY FORM.

(24)

7. Do you personally know a student or students who have participated in the

YES

NO

1

2

(25)

8. Do you feel that this person (these persons) has (have) changed as a result of involvement in the ?

YES

NO

1

2

(26-30)

9. If you answered "YES" to Question 8, in what ways do you see the person as having changed since his/her participation in the ?

THE PERSON GETS INTO LESS TROUBLE.

THE PERSON HAS A BETTER ATTITUDE TOWARD SCHOOL.

THE PERSON HAS A BETTER ATTITUDE ABOUT HIMSELF/HERSELF.

THE PERSON'S SCHOOL ATTENDANCE HAS IMPROVED.

THE PERSON'S GRADES HAVE IMPROVED.

1

2

3

4

5

(continue on next page)

10. Check all words appearing below which, in your opinion, describe the average student at

<input type="checkbox"/> able	<input type="checkbox"/> neat
<input type="checkbox"/> accurate	<input type="checkbox"/> organized
<input type="checkbox"/> acquiescent	<input type="checkbox"/> outgoing
<input type="checkbox"/> aggressive	<input type="checkbox"/> outspoken
<input type="checkbox"/> alert	<input type="checkbox"/> precise
<input type="checkbox"/> bright	<input type="checkbox"/> productive
<input type="checkbox"/> clever	<input type="checkbox"/> proficient
<input type="checkbox"/> competent	<input type="checkbox"/> proud
<input type="checkbox"/> creative	<input type="checkbox"/> rebellious
<input type="checkbox"/> dependable	<input type="checkbox"/> reliable
<input type="checkbox"/> dishonest	<input type="checkbox"/> resourceful
<input type="checkbox"/> disruptive	<input type="checkbox"/> shrewd
<input type="checkbox"/> efficient	<input type="checkbox"/> shy
<input type="checkbox"/> ingenious	<input type="checkbox"/> stable
<input type="checkbox"/> insensitive	<input type="checkbox"/> subtle
<input type="checkbox"/> intelligent	<input type="checkbox"/> systematic
<input type="checkbox"/> involved	<input type="checkbox"/> thoughtful
<input type="checkbox"/> lazy	<input type="checkbox"/> tidy
<input type="checkbox"/> loud	
<input type="checkbox"/> maladjusted	<input type="checkbox"/> well mannered
<input type="checkbox"/> methodical	<input type="checkbox"/> withdrawn

Please deposit in the box at the front of the room.

THANK YOU VERY MUCH!

(38)

12. Check all words appearing below which, in your opinion, describe students who are assigned to the _____ program.

- | | |
|--------------------------------------|--|
| <input type="checkbox"/> able | <input type="checkbox"/> neat |
| <input type="checkbox"/> accurate | <input type="checkbox"/> organized |
| <input type="checkbox"/> acquiescent | <input type="checkbox"/> outgoing |
| <input type="checkbox"/> aggressive | <input type="checkbox"/> outspoken |
| <input type="checkbox"/> alert | <input type="checkbox"/> precise |
| <input type="checkbox"/> bright | <input type="checkbox"/> productive |
| <input type="checkbox"/> clever | <input type="checkbox"/> proficient |
| <input type="checkbox"/> competent | <input type="checkbox"/> proud |
| <input type="checkbox"/> creative | <input type="checkbox"/> rebellious |
| <input type="checkbox"/> dependable | <input type="checkbox"/> reliable |
| <input type="checkbox"/> dishonest | <input type="checkbox"/> resourceful |
| <input type="checkbox"/> disruptive | <input type="checkbox"/> shrewd |
| <input type="checkbox"/> efficient | <input type="checkbox"/> shy |
| <input type="checkbox"/> ingenious | <input type="checkbox"/> stable |
| <input type="checkbox"/> insensitive | <input type="checkbox"/> subtle |
| <input type="checkbox"/> intelligent | <input type="checkbox"/> systematic |
| <input type="checkbox"/> involved | <input type="checkbox"/> thoughtful |
| <input type="checkbox"/> lazy | <input type="checkbox"/> tidy |
| <input type="checkbox"/> loud | |
| <input type="checkbox"/> maladjusted | <input type="checkbox"/> well mannered |
| <input type="checkbox"/> methodical | <input type="checkbox"/> withdrawn |

Please return the form to the box in the Guidance Office.

Thank you for your help!

SAMPLING PROCEDURES

SAMPLING PROCEDURES

The objective of this phase of our study of the in-school alternative program is twofold:

- to gather information on the type of students who have participated in the program
- to gauge the possible impact that the program has had upon participating students.

We will do this by comparing various groups of students with each other. We are interested in three specific groups:

- Students who have been assigned to the in-school alternative program during the 1978-79 school year (hereafter called Set A)
- Students who have been suspended out of school during the 1978-79 school year (hereafter called Set S)
- Students who have been neither suspended nor assigned during the 1978-79 school year (hereafter called Set N)

It is possible that lists of names of students in each of these sets will be quite large, particularly Set N, which is, in effect, a list of the entire student body of the school(s) served by the program.

Since it will be possible to review only a relatively few student records (no more than 100 total per building) we need to take samples. We will be using a technique called random sampling (or systematic sampling with a random start in the case of Set N) in order to increase the probability that the samples selected actually represent their entire set.

Please follow these steps in drawing your samples:

1. Prepare three lists showing the names of all students in each set.

- Set A: This list can probably be obtained from the director of the program. You should also get the date (month and year) when each individual student was actually placed in the program. The names should then be counted. If the number is less than or equal to fifty (50) names, we will use the entire list. If it is greater than fifty (50), a sample of 50 names will be drawn using the sampling procedures specified below.
- Set S: This list can probably be secured from the principal or assistant principal. The order in which the names appear does not matter unless a large number of students were suspended at the same time for the same specific incident. We will use the entire list if it contains 25 names or less. If more than 25 names, we will sample according to the procedures below.
- Set N: This is actually a list of the entire student body (bodies) of the school(s) served by the program being studied. This list should be available from the principal or the guidance office. You can use it just as it comes. We will be sampling twenty-five (25) names off this list.

2. There are bound to be duplicate names on your lists. For example, students whose names are found in Sets A and S will also be found in Set N. Rather than go through each list and eliminate the duplication now, simply be aware of it. When you draw the samples, if the name of a student you have already drawn comes up again from another list, disregard it and draw another name.

For example, John Smith's name appears in the sample of students placed in the program. When drawing the sample of students who have neither been suspended nor placed in/referred to the program, John's name also

comes up. You would, in this case, simply draw another name to replace John's from the list of students who have neither been suspended nor placed in/referred to the program.

3. Now we will discuss the actual procedures for drawing the sample for Sets A and S:

- (a) If a list numbers 50 or fewer names (Set A) or 25 or fewer names (Set S), you can use the entire list and do not have to sample.
- (b) If the list is greater than 50 (Set A) or 25 (Set S), use the following procedures.

Method for Random Student Selection
Using Table of Random Numbers

- Number the students names on the list from 1 to N (i.e., the last number). Students may be listed alphabetically or in any other order, except as already discussed for the list of participating students (Set A). Students in Set A should be listed in chronological order (time order) according to the date when they entered the program.
- Using a table of random numbers provided at the end of the Appendix, select, at random, two (or three) adjacent digits. The first student to be chosen will be the student assigned that number in Step 1.
- Move down the list of random numbers and select the additional numbers between 1 and N (i.e., the last number). The sample will be complete when 50 numbers (Set A) / 25 numbers (Set S) corresponding to numbers assigned to students have been selected.
- Many numbers selected will be out of range, that is, the numbers will be larger than the number of students. Simply continue to move down the list until numbers within the range of 1 to N are located. If all the numbers in one column have been exhausted, move to the top of the next column and proceed in exactly the same way.

4. The procedure is somewhat different for sampling from Set N: Students who have neither been suspended from school nor been placed in/referred to the program.

- (a) Here you will not number all the names on the list. Rather, you will count the number of names and get a total. For example, there might be 250 names on the list.
- (b) We are seeking a sample of 25 names for this set. Divide the total size of the list by the required sample size to get the sampling interval. In this case, $250 \div 25 = 10$. If you get a fraction round down to the nearest whole number (e.g., $9.6 = 9$; $7.4 = 7$). That means we will select every tenth student on the list for inclusion in the sample.
- (c) The question now becomes where do you start counting from to determine every 10th student? You will not automatically start from the first name on the list.
- (d) Use the table of random numbers to select a starting point. Let your finger fall on a number between 1 and N. That will be your starting point. For example, if you randomly select 6 as the starting point, the first student name that you would draw in your sample is the name which appears sixth on the list. After that you would take every 10th name (i.e., 16, 26, 36, 46, etc.) until you have 25 names. You could also just as easily have selected 50 or 472 as the starting point.
- (e) After you have done this, or while you are doing it, you might notice that you have drawn a number of names which duplicate those on other lists. When you reach the end of Set N, just start all over at the beginning until you have replaced these duplicates.

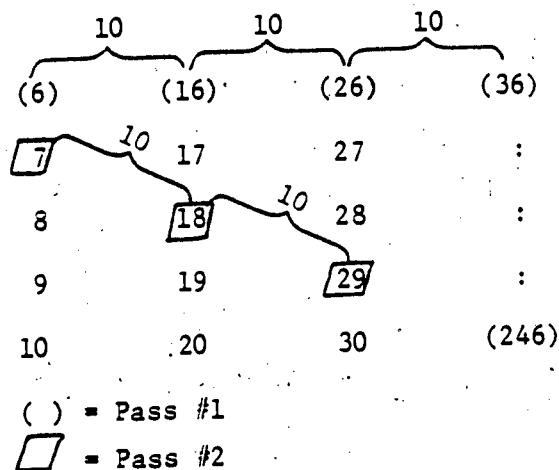
You might feel this is a problem in that by starting over you would be initially returning to name 6 which has already been selected. Not so.

Assuming 250 names in the original frame, the last name drawn in the first pass through the frame would be name 246. Continuing selection by intervals of 10 would return you to name 6. However, name 6 was already selected in the first pass and is, therefore, removed from the list. This means that the name that had originally been number 7 has become 6 and you continue the count from there, not counting subsequent names that were selected on the first pass.

For example, starting with 6 and using an interval of 10 would yield names 6, 16, and 26 during the first pass through the list. But treating those names as no longer in the list and skipping over them, the second pass to replace duplicates would yield names 7, 18, and 29. (See the example below)

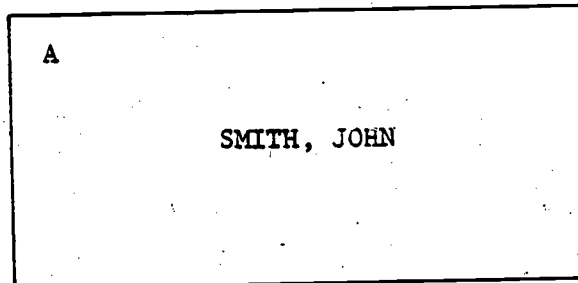
LIST OF NAMES

1	11	21	31	247
				248
2	12	22	32	249
				250
3	13	23	33	
4	14	24	34	
5	15	25	35	



- You now should have your groups of names. Take a packet of 3 x 5 index cards and write one name in the center of each card. After writing the student's name, place in the upper left hand corner of the card the letter (A, S or N) designating the set to which that student belongs.

For example, John Smith in Set A will have a card that looks like this:



These cards will be used when you prepare to remove the student's record folders from the file.

6. If you have any questions after you have reviewed these procedures and after we have discussed them, please call JWK at (703) 750-3240 before you attempt to draw the sample. Please feel free to call collect and ask for Richard Chobot or Sondra Cooney.

TABLE OF RANDOM NUMBERS

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200

Source: Dixon, Wilfrid J. and Massey, Frank J.,
Introduction to Statistical Analysis.
McGraw-Hill, New York, 1957, pp 366-367.

TABLE OF RANDOM NUMBERS
(continued)

8200	8201	8202	8203	8204	8205	8206	8207	8208	8209	8210	8211	8212	8213	8214	8215	8216	8217	8218	8219
8220	8221	8222	8223	8224	8225	8226	8227	8228	8229	8230	8231	8232	8233	8234	8235	8236	8237	8238	8239
8240	8241	8242	8243	8244	8245	8246	8247	8248	8249	8250	8251	8252	8253	8254	8255	8256	8257	8258	8259
8260	8261	8262	8263	8264	8265	8266	8267	8268	8269	8270	8271	8272	8273	8274	8275	8276	8277	8278	8279
8280	8281	8282	8283	8284	8285	8286	8287	8288	8289	8290	8291	8292	8293	8294	8295	8296	8297	8298	8299
8300	8301	8302	8303	8304	8305	8306	8307	8308	8309	8310	8311	8312	8313	8314	8315	8316	8317	8318	8319
8320	8321	8322	8323	8324	8325	8326	8327	8328	8329	8330	8331	8332	8333	8334	8335	8336	8337	8338	8339
8340	8341	8342	8343	8344	8345	8346	8347	8348	8349	8350	8351	8352	8353	8354	8355	8356	8357	8358	8359
8360	8361	8362	8363	8364	8365	8366	8367	8368	8369	8370	8371	8372	8373	8374	8375	8376	8377	8378	8379
8380	8381	8382	8383	8384	8385	8386	8387	8388	8389	8390	8391	8392	8393	8394	8395	8396	8397	8398	8399
8400	8401	8402	8403	8404	8405	8406	8407	8408	8409	8410	8411	8412	8413	8414	8415	8416	8417	8418	8419
8420	8421	8422	8423	8424	8425	8426	8427	8428	8429	8430	8431	8432	8433	8434	8435	8436	8437	8438	8439
8440	8441	8442	8443	8444	8445	8446	8447	8448	8449	8450	8451	8452	8453	8454	8455	8456	8457	8458	8459
8460	8461	8462	8463	8464	8465	8466	8467	8468	8469	8470	8471	8472	8473	8474	8475	8476	8477	8478	8479
8480	8481	8482	8483	8484	8485	8486	8487	8488	8489	8490	8491	8492	8493	8494	8495	8496	8497	8498	8499
8500	8501	8502	8503	8504	8505	8506	8507	8508	8509	8510	8511	8512	8513	8514	8515	8516	8517	8518	8519
8520	8521	8522	8523	8524	8525	8526	8527	8528	8529	8530	8531	8532	8533	8534	8535	8536	8537	8538	8539
8540	8541	8542	8543	8544	8545	8546	8547	8548	8549	8550	8551	8552	8553	8554	8555	8556	8557	8558	8559
8560	8561	8562	8563	8564	8565	8566	8567	8568	8569	8570	8571	8572	8573	8574	8575	8576	8577	8578	8579
8580	8581	8582	8583	8584	8585	8586	8587	8588	8589	8590	8591	8592	8593	8594	8595	8596	8597	8598	8599
8600	8601	8602	8603	8604	8605	8606	8607	8608	8609	8610	8611	8612	8613	8614	8615	8616	8617	8618	8619
8620	8621	8622	8623	8624	8625	8626	8627	8628	8629	8630	8631	8632	8633	8634	8635	8636	8637	8638	8639
8640	8641	8642	8643	8644	8645	8646	8647	8648	8649	8650	8651	8652	8653	8654	8655	8656	8657	8658	8659
8660	8661	8662	8663	8664	8665	8666	8667	8668	8669	8670	8671	8672	8673	8674	8675	8676	8677	8678	8679
8680	8681	8682	8683	8684	8685	8686	8687	8688	8689	8690	8691	8692	8693	8694	8695	8696	8697	8698	8699
8700	8701	8702	8703	8704	8705	8706	8707	8708	8709	8710	8711	8712	8713	8714	8715	8716	8717	8718	8719
8720	8721	8722	8723	8724	8725	8726	8727	8728	8729	8730	8731	8732	8733	8734	8735	8736	8737	8738	8739
8740	8741	8742	8743	8744	8745	8746	8747	8748	8749	8750	8751	8752	8753	8754	8755	8756	8757	8758	8759
8760	8761	8762	8763	8764	8765	8766	8767	8768	8769	8770	8771	8772	8773	8774	8775	8776	8777	8778	8779
8780	8781	8782	8783	8784	8785	8786	8787	8788	8789	8790	8791	8792	8793	8794	8795	8796	8797	8798	8799
8800	8801	8802	8803	8804	8805	8806	8807	8808	8809	8810	8811	8812	8813	8814	8815	8816	8817	8818	8819
8820	8821	8822	8823	8824	8825	8826	8827	8828	8829	8830	8831	8832	8833	8834	8835	8836	8837	8838	8839
8840	8841	8842	8843	8844	8845	8846	8847	8848	8849	8850	8851	8852	8853	8854	8855	8856	8857	8858	8859
8860	8861	8862	8863	8864	8865	8866	8867	8868	8869	8870	8871	8872	8873	8874	8875	8876	8877	8878	8879
8880	8881	8882	8883	8884	8885	8886	8887	8888	8889	8890	8891	8892	8893	8894	8895	8896	8897	8898	8899
8900	8901	8902	8903	8904	8905	8906	8907	8908	8909	8910	8911	8912	8913	8914	8915	8916	8917	8918	8919
8920	8921	8922	8923	8924	8925	8926	8927	8928	8929	8930	8931	8932	8933	8934	8935	8936	8937	8938	8939
8940	8941	8942	8943	8944	8945	8946	8947	8948	8949	8950	8951	8952	8953	8954	8955	8956	8957	8958	8959
8960	8961	8962	8963	8964	8965	8966	8967	8968	8969	8970	8971	8972	8973	8974	8975	8976	8977	8978	8979
8980	8981	8982	8983	8984	8985	8986	8987	8988	8989	8990	8991	8992	8993	8994	8995	8996	8997	8998	8999

INSTRUCTIONS FOR FILLING OUT THE STUDENT RECORD REVIEW FORM

- A. You should, by following the sampling instructions which have been discussed with you prior to this time, have three sets of student names, unless otherwise specified:

Set A: Students who have been assigned to the _____ Program during the 1978-79 fiscal year at (hereafter referred to as the Program).

Set S: Students who have been suspended out of school during the 1978-79 school year.

Set N: Students who have been neither suspended nor assigned to the Program.

- B. Inspect each set of names for duplicates with other sets. For example: Do any students whose names appear in Set A also appear in either Sets S or N? If yes, return to the sampling instructions to find out what you should do.

- C. Now you will remove the actual student files. The reason we asked you to write the name of each student selected in each Set on a separate index card was so that you can now arrange the index cards in an order that corresponds with the district file structure. This will permit you to move through the file only once as opposed to shifting back and forth to various sections. Since the same data recording form will be used for all students, no matter what set their names appear in, you do not have to worry about retaining the

different card sets in order after this point. When you have your cards in an order that is acceptable to you, go through and number each card consecutively. That is, the first card in the stack is 001, the second card is 002, all the way up through the last card.

You will note that zeros have been used to precede the numbers. The three spaces are provided so that combined sets of over 100 cards can be accommodated. However, it requires that for numbers less than 99 (from 1 to 99), you make sure to include the leading zero(s) where appropriate. For example, card number 1 would actually be recorded as 001; card 45 as 045, etc.

D. Let us now review the data recording instrument item by item.

ITEM

1.0 Building Code: You will note that this has already been filled in on all the instruments in your packet.

2.0 Student Identification: When you originally developed the three sets of student names, you were asked to indicate on each card, in the upper left hand corner, the Set to which that card belongs. For example, the card for John Smith might look like this:

A 045

Smith, John

This indicates that student John Smith's name was originally drawn as part of Set A: Students who have been assigned to the Program during the 1978-79 school year. The number 045 indicates that when the Sets of cards were combined, John Smith's card was number 45 in the set. (See step C above if you do not understand the number 45 and where it came from.) This information will now be recorded in Item 2 in the following fashion

A	0	4	5
---	---	---	---

Letter Numbers

A
S
or
N Sets

This step is crucial in that it represents the only way we have of relating the data on the form to a specific person. The only reason we would need to know what student the form represents is if data were left off or if additional data were required for that student. Since you will retain the set of cards, we have no way of knowing who the individual students are.

- 3.1 Student's Age: Enter the year the student was born (e.g., 1976 = 76; 1973 = 73, etc.).

In entering the age of children under 10, remember that you must have a leading 0; that is, the age of a nine year old student is recorded as 09.

3.2 Student's Grade Level: Again, this is for the 1978-79 school year. As with age, remember the leading 0 for grade levels 1 through 9 (e.g., Grade 01).

3.3 Promotion/Graduation: What we seek to learn here is whether the student was promoted out of the building on schedule (e.g., if a 6th grader in 1978-79, did the student move on to junior high; if a senior, did the student graduate with his/her class?)

3.4(a) Repeating Grades: The first question asks you to examine the student's file to determine whether he/she has been made to repeat a grade at any time during his/her academic career to date. Check YES or NO as appropriate. If on this, or any other item, there is no information on file concerning the specific question simply leave the response block(s) blank.

3.4(b) The second question concerning repeating grades seeks information on whether the student has repeated any grades while a student at this school.

3.5 The next question is a simple YES/NO seeking to establish that the student was enrolled at the school at the beginning of the 1978-79 school year.

3.6 Student's Sex: Self explanatory.

3.7 Student's Race: Self explanatory.

3.8 Grade Point Average: Schools differ in the way they report this piece of information. Some use a numeric system based on 100%; others use an index with 4.0 indicating A+ work; still others use letter grades. What we are seeking here is the cumulative grade for the student, excluding the conduct grade if given, which is the average of individual academic and other subjects. Space is provided to the left--please fill it in exactly as it appears on the student record.

e.g., 94% MARKING PERIOD 1

If letter grades are used, the correct notation would be as follows:

B+ MARKING PERIOD 1

Note that the plus (+) sign or minus (-) is included in reporting such grades.

If an index system is employed, the correct entry would be:

3.75 MARKING PERIOD 1

Note here that the decimal has been retained and is entered.

You will also note that space is provided for up to eight marking periods. Some districts do indeed have marking periods every six weeks. Others mark on a quarter system. Check your records, determine the marking system used in your district and employ only as many of the lines as necessary. For example, a district having a quarter system would use the first four lines.

Please be complete in recording grades for all students selected
for all marking periods of the 1978-79 school year.

If for some reason a set of grades is missing for a particular marking period, skip the line for that marking period. For example, if John Smith's grades for the second quarter were missing, you would fill in the first, third and fourth marking period lines and leave the lines for marking period 2 blank.

3.9 Student's Conduct Mark: We are assuming that the mark is either:

- a letter grade
- a two digit number

Letter grades system can be hierarchical (e.g., A, B, C, D, F) or dichotomous: satisfactory (S); unsatisfactory (U).

Record as appropriate in the blank on the left. Remember, with letters, record the sign (+ or -) shown for the conduct grade when it is given.

3.10 Days Absent: Record information for each marking period for the 1978-79 school year. Remember leading zero for numbers less than 10. If there were no days absent for a student in a given marking period, simply record as follows:

0	0	0	0
---	---	---	---

3.11 Times Late: Recording rules are the same as 3.10 above.

3.12 Tracking: The term means the grouping of students by a particular trait or ability. For example, a commonly used basis for grouping at the elementary level is reading scores. Another term for this is homogeneous grouping.

You should write in, next to each subject listed, whether the student is in a:

- below average
- average or
- advanced track

Try to translate terms found in the file into one of these three descriptions. Then write the appropriate description on the line to the right of each subject listed here. Do not fill in the boxes. If there is no tracking or homogeneous grouping at this school, simply leave the question blank.

4.0 Discipline Background: The purpose of the section is to learn more of the sanctions used in each of the schools. We list suspension (4.1), assignment to the in-school alternative program (4.2), and other disciplinary infractions (4.3) separately. It is possible for a student to fall into more than one of these categories.

It is also possible for a student to have experienced a specific discipline procedure, (e.g., assignment to the in-school alternative program) a number of times. We have made provision for three such incidents.

Simply provide whatever information is contained in the student's file relative to the individual items in section 4.0. We also recognize that some students (most likely from Set N) will have no disciplinary infractions to record.

4.1 Student Suspension

4.1(a) The questions ask you to determine whether the student was suspended at any time during his/her academic career, and specifically
and
4.1(b) while a student at this school. Note that if the response to both items 4.1(a) and 4.1(b) is NO, you go on to item 4.2.

4.1(c) Space is provided for data on up to three (3) suspensions
(d), (e) (1) Date of suspension should be recorded as follows:
The first two blocks for the month, the last two for the year. For example, if the first suspension occurred in August 1975, it would be recorded as:

0	8	7	5
---	---	---	---

- (2) Remember the leading zero for duration of less than 10 days.
- (3) Reasons for suspension are found in Table 1 at the end of these instructions. The opportunity is given to enter up to two reasons for each suspension. Find the reason(s) given

in the file and match it (them) to those listed on Table #1. For those that match, record on the data sheet the two digit number to the left of the appropriate reason(s).

For example, you might note on the file sheet the student was suspended (or assigned to the in-school alternative program) for physically fighting with another student. On Table 1 you will note that "Fighting with other students" is number 2. You would, therefore, enter 02 in the first two boxes. Since no second reason for that particular suspension (or assignment to the program) is given, you would leave the next two boxes on that line blank.

0	2		
---	---	--	--

- (4) Due process is the series of procedural safeguards which, particularly in the cases of suspension, but also increasingly in cases of assignment to in-school alternatives, the district must afford the student. Table 2 contains the basic steps in a typical due process procedure. You will note that there are steps. Record the number to the left of each step for which you see evidence in the file.

For example, you would first check the file for evidence of any of the due process procedures. Let us say that you find evidence of verbal notice (#1), an informal hearing (#2) and a written record (#6); you would enter the information as follows:

1	2	3	4	5	6
---	---	---	---	---	---

This would show that those three aspects of due process were addressed. REMEMBER: THE PURPOSE OF THIS PROJECT IS NOT TO AUDIT THE DISTRICT'S DUE PROCESS PROCEDURES. WE SIMPLY WANT TO SEE HOW MUCH PRACTICE DIFFERS IF AT ALL, BETWEEN SUSPENSIONS OUT OF SCHOOL AND ASSIGNMENT TO THE IN-SCHOOL ALTERNATIVE.

4.1(f) Self-explanatory.

4.2 Assignment to the In-School Alternative Program

4.2(a)-(f) The procedures for answering these questions are the same as for 4.1 above. The same tables are used: Table 1: Reason(s) for Assignment to the Program. Table 2: Steps in the Due Process Procedure.

4.3 Other Discipline Infractions: These will probably be in the

4.4 form of notes in the file detailing misbehavior in class, referral to the principal's office or to the counseling center, etc. We are only interested in those discipline infractions for which some documentation exists in the student's file.

Remember these are in addition to suspension or assignment to Program. For those that you can find, all we want you to do is

list the infraction on them and write in the dates (e.g., October 1975, March 1978, etc.). The actual coding will be done by JWK Staff. Do not fill in the boxes.

Please note that you should start with most recent infraction noted and work backward in time. Do not go beyond 5 infractions.

5.1 Parental Participation: In these items we seek to ascertain the
5.2 degree and type of parental involvement as it relates to
discipline matters.

5.3 Here we are interested in the type of general participation of the parent(s) in school activities. Please only write in the type.

6.0 We are seeking information about whether the student has been designated a special needs student under P.L. 94-142. One piece of evidence that would indicate this fact is the existence of an Individualized Education Plan (IEP) in the student's file.

Thank you for your willingness to help us gather this information.

TABLE 1

REASONS FOR SUSPENSION OR ASSIGNMENT TO THE
IN-SCHOOL ALTERNATIVE PROGRAM

1. Fighting with teachers (physical conflict)
2. Fighting with other students (physical conflict)
3. Vandalism, destruction of property
4. Truancy and tardiness
5. Classroom misbehavior problems (e.g., talking out of turn, cursing, cheating, etc.)
6. Arguments with teachers and administrators (verbal conflict)
7. Arguments with other students (verbal conflict)
8. Cigarette smoking
9. Dress code violations
10. Drug abuse (including marijuana)
11. Use of alcohol
12. Theft
13. Skipping class, loitering
14. Possession of dangerous objects
15. Academic deficiency
16. Other

TABLE 2

DUE PROCESS PROCEDURES

1. Student and/or student's parents received a telephone contact detailing the specific rule(s) which the student violated and the circumstances surrounding the occurrence.

or

2. Student and/or student's parents had an opportunity to verbally hear the charge(s) of specific rule violation.
3. Student was given the right to a full and fair hearing before an impartial person (not the person who collected the evidence).
4. Student was made aware of his/her right to legal counsel (at student's expense) or some other adult representation at the above hearing.
5. Student, or student's representative had the opportunity to present witnesses, or evidence in the accused student's behalf, and to cross examine opposing witnesses.
6. Some kind of written record, but not necessarily a verbatim transcript exists showing the final decision in the case and the reasons upon which the decision was based.

In filling out the data sheet for these items you should be aware that this represents a comprehensive due process policy. For short-term suspensions and/or assignments to the Program you might only find evidence of procedures 1 and/or 2 and possibly 6. This does not in any way mean that the school has failed to comply with the requirements of law for student

due process. What we are solely interested in here is how due process procedures are similar or different for students suspended out of school, as opposed to those placed in the in-school alternative program.

RECORDS REVIEW
DATA RECORDING SHEET

(1)

1. BUILDING CODE

0	0	2	1
1	2	3	4

2. STUDENT'S IDENTIFICATION NUMBER

5	6	7	8

3. BACKGROUND DATA:

3.1 STUDENT'S YEAR OF BIRTH

9	10

3.2 STUDENT'S GRADE LEVEL
(1978-79 SCHOOL YEAR)

11	12

3.3 WAS THE STUDENT IN THE HIGHEST
GRADE IN THE BUILDING DURING
THE (1978-79) SCHOOL YEAR?
(CHECK ONE)

YES

13

NO

13

IF YES:

3.4 (a) HAS THE STUDENT REPEATED A GRADE AT ANY
TIME DURING HIS/HER ACADEMIC CAREER?

YES

14

NO

14

IF YES

3.4 (b) MOST RECENT SCHOOL YEAR IN WHICH
STUDENT WAS ASKED TO REPEAT

15	16

3.4 (c) IF STUDENT HAS BEEN ASKED TO REPEAT A
GRADE MORE THAN ONCE, HOW MANY TIMES
DID THIS OCCUR?

17

3.5 WAS THE STUDENT ENROLLED AT THIS
SCHOOL AT THE BEGINNING OF THE
1978-79 SCHOOL YEAR?

YES

18

NO

18

3.6 WHAT IS THE STUDENT'S SEX?

MALE

19

FEMALE

19

3.7 WHAT IS THE STUDENT'S RACE?

BLACK, NOT OF HISPANIC ORIGIN

20

HISPANIC

20

ASIAN AMERICAN

20

WHITE

20

NATIVE AMERICAN

20

OTHER

20

3.8 WHAT WAS THE STUDENT'S GRADE POINT
AVERAGE DURING:

(Fill in
here)

_____ MARKING PERIOD 1 (1978-79)
 _____ MARKING PERIOD 2
 _____ MARKING PERIOD 3
 _____ MARKING PERIOD 4
 _____ MARKING PERIOD 5
 _____ MARKING PERIOD 6
 _____ MARKING PERIOD 7
 _____ MARKING PERIOD 8

DO NOT FILL IN

21	22	23	24
25	26	27	28
29	30	31	32
33	34	35	36
37	38	39	40
41	42	43	44
45	46	47	48
49	50	51	52

3.9 WHAT WAS THE STUDENT'S CONDUCT MARK
DURING:

(Fill in
here)

_____ MARKING PERIOD 1 (1978-79)
 _____ MARKING PERIOD 2
 _____ MARKING PERIOD 3
 _____ MARKING PERIOD 4
 _____ MARKING PERIOD 5
 _____ MARKING PERIOD 6
 _____ MARKING PERIOD 7
 _____ MARKING PERIOD 8

53	54
55	56
57	58
59	60
61	62
63	64
65	66
67	68

3.10 HOW MANY DAYS WAS THE STUDENT ABSENT
FROM SCHOOL DURING:

(2)

MARKING PERIOD 1 (1978-79)

9	10

MARKING PERIOD 2

11	12

MARKING PERIOD 3

13	14

MARKING PERIOD 4

15	16

MARKING PERIOD 5

17	18

MARKING PERIOD 6

19	20

MARKING PERIOD 7

21	22

MARKING PERIOD 8

23	24

3.11 HOW MANY TIMES WAS THE STUDENT LATE
FOR SCHOOL DURING:

MARKING PERIOD 1 (1978-79)

25	26

MARKING PERIOD 2

27	28

MARKING PERIOD 3

29	30

MARKING PERIOD 4

31	32

MARKING PERIOD 5

33	34

MARKING PERIOD 6

35	36

MARKING PERIOD 7

37	38

MARKING PERIOD 8

39	40

- 3.12 IF THERE IS HOMOGENEOUS GROUPING OF STUDENTS (TRACKING) AT THIS SCHOOL, WHAT TRACK IS THIS PARTICULAR STUDENT IN FOR EACH SUBJECT BELOW? WRITE IN THE RESPONSE BELOW

READING _____

MATH _____

SOCIAL STUDIES _____

ENGLISH _____

SCIENCE _____

OTHER _____

ALL SUBJECTS _____

DO NOT
FILL IN

41

42

43

44

45

46

47

4. DISCIPLINE, BACKGROUND

4.1 HAS THE STUDENT EVER BEEN SUSPENDED FROM SCHOOL:

4.1 (a) WHILE A STUDENT IN THE DISTRICT?

YES

48

NO

48

4.1 (b) WHILE A STUDENT AT THIS SCHOOL?

YES

49

NO

49

IF NO TO BOTH QUESTIONS, GO ON TO ITEM 4.2.

IF YES TO EITHER QUESTION GO ON TO ITEM 4.1 (c) BELOW

4.1 (c) (1) DATE OF SUSPENSION #1

MONTH		YEAR	
50	51	52	53

(2) DURATION OF SUSPENSION #1 (IN DAYS)

54	55
----	----

(3) REASON(s) FOR SUSPENSION #1

56	57	58	59
----	----	----	----

(4) EVIDENCE OF DUE PROCESS

1	2	3	4	5	6
60	61	62	63	64	65

4.1 (d) (1) DATE OF SUSPENSION #2

MONTH		YEAR	
9	10	11	12

 (3)

(2) DURATION OF SUSPENSION #2 (IN DAYS)

13	14
----	----

(3) REASON(s) FOR SUSPENSION #2

15	16	17	18
----	----	----	----

(4) EVIDENCE OF DUE PROCESS

1	2	3	4	5	6
19	20	21	22	23	24

4.1 (e) (1) DATE OF SUSPENSION #3

MONTH		YEAR	
25	26	27	28

(2) DURATION OF SUSPENSION #3 (IN DAYS)

29	30
----	----

(3) REASON(s) FOR SUSPENSION #3

31	32	33	34
----	----	----	----

(4) EVIDENCE OF DUE PROCESS

1	2	3	4	5	6
35	36	37	38	39	40

4.1 (f) ARE ADDITIONAL SUSPENSIONS NOTED IN THIS STUDENT'S FILE?

YES

41

NO

41

4.2 HAS THE STUDENT EVER BEEN ASSIGNED TO THE IN-SCHOOL ALTERNATIVE PROGRAM:

4.2 (a) WHILE A STUDENT IN THE DISTRICT?

YES

42

NO

42

4.2 (b) WHILE A STUDENT AT THIS SCHOOL?

YES

--	--

43

NO

--	--

43

IF NO TO BOTH QUESTIONS, GO ON TO ITEM 4.3.

IF YES TO EITHER QUESTION:

4.2 (c) (1) DATE OF ASSIGNMENT #1

MONTH		YEAR	
44	45	46	47

(2) DURATION OF ASSIGNMENT #1 (IN DAYS)

48	49
----	----

(3) REASON(s) FOR ASSIGNMENT #1

50	51	52	53
----	----	----	----

(4) EVIDENCE OF DUE PROCESS

1	2	3	4	5	6
54	55	56	57	58	59

4.2 (d) (1) DATE OF ASSIGNMENT #2

MONTH		YEAR	
60	61	62	63

(2) DURATION OF ASSIGNMENT #2 (IN DAYS)

64	65
----	----

(3) REASON(s) FOR ASSIGNMENT #2

66	67	68	69
----	----	----	----

(4) EVIDENCE OF DUE PROCESS

1	2	3	4	5	6
70	71	72	73	74	75

4.2 (e) (1) DATE OF ASSIGNMENT #3

MONTH		YEAR	
9	10	11	12

(4)

(2) DURATION OF ASSIGNMENT #3 (IN DAYS)

13	14
----	----

(3) REASON(s) FOR ASSIGNMENT #3

15	16	17	18
----	----	----	----

(4) EVIDENCE OF DUE PROCESS

1	2	3	4	5	6
19	20	21	22	23	24

4.2 (f) ARE ADDITIONAL ASSIGNMENTS TO THE PROGRAM NOTED IN THIS STUDENT'S FILE?

YES

--

25

NO

--

25

4.3 IS THERE ~~ANY~~ EVIDENCE IN THE STUDENT'S FILE
OF DISCIPLINE INFRACTIONS, OTHER THAN THOSE
COVERED IN ITEMS 4.1 and 4.2?

YES

--

26

NO

--

26

IF NO, GO ON TO QUESTION 5.1.

IF YES:

4.4 LIST THE TYPE OF INFRACTION AND THE DATE (SCHOOL
YEAR) BELOW FOR EACH ONE NOTED IN THE FILE. USE
ABBREVIATED LANGUAGE FROM THE FILE. LIST UP TO
TEN (10), STARTING WITH THE MOST RECENT AND
WORKING BACKWARD.

1. _____

DATE _____

2. _____

DATE _____

3. _____

DATE _____

4. _____

DATE _____

5. _____

DATE _____

DO NOT
FILL IN

--	--

27 28

--	--

29 30

--	--

31 32

--	--

33 34

--	--

35 36

--	--

37 38

--	--

39 40

--	--

41 42

--	--

43 44

--	--

45 46

- 5.1 BELOW ARE LISTS OF WAYS IN WHICH PARENTS MIGHT BE CONTACTED BY THE BUILDING TEACHERS AND/OR ADMINISTRATORS DURING THE 1978-79 SCHOOL YEAR CONCERNING DISCIPLINE RELATED MATTERS (CHECK ALL ITEMS FOR WHICH THERE IS EVIDENCE IN THE FILE.).

LETTER TO PARENTS

YES	NO	NO EVIDENCE
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47	47	47

TELEPHONE CONTACT WITH PARENTS

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48	48	48

PERSONAL INTERVIEW WITH PARENTS

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49	49	49

OTHER: _____
(PLEASE WRITE IN)

<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50	50	50

- 5.2 FOR EACH OF THE ITEMS FOR WHICH A YES IS LISTED IN 5.1, INDICATE THE NUMBER OF SUCH DISCIPLINE RELATED CONTACTS FOR 1978-79.

LETTERS TO PARENTS (NUMBER)

<input type="text"/>	<input type="text"/>
51	52

TELEPHONE CONTACTS (NUMBER)

<input type="text"/>	<input type="text"/>
53	54

PERSONAL INTERVIEWS (NUMBER)

<input type="text"/>	<input type="text"/>
55	56

OTHER _____
(PLEASE WRITE IN)

<input type="text"/>	<input type="text"/>
57	58

- 5.3 DOES A PARENT (OR THE PARENTS) BELONG TO A SCHOOL GROUP?

YES

<input type="checkbox"/>
59

NO

<input type="checkbox"/>
59

IF NO, GO ON TO ITEM 6

IF YES:

5.3 (a) TO WHAT GROUP(S) DOES THE PARENT(S) BELONG? DO NOT
(PLEASE WRITE IN) FILL IN

<input type="text"/>	<input type="text"/>
60	61
<input type="text"/>	<input type="text"/>
62	63
<input type="text"/>	<input type="text"/>
64	65

6. IS THIS STUDENT DESIGNATED A SPECIAL NEEDS
STUDENT UNDER PL 94-142 (EDUCATION FOR ALL
HANDICAPPED CHILDREN ACT) OR UNDER ANY
PARALLEL STATE LEGISLATION:

YES

NO

THANK YOU

PROGRAM DESCRIPTION QUESTIONNAIRE

IN-SCHOOL ALTERNATIVES TO SUSPENSION STUDY

CONTRACTOR:

JWK International Corporation
7617 Little River Turnpike
Annandale, Virginia 22043

The report for which this information is being gathered is authorized by law (20 USC 1221e). While you are not required to respond to the questions asked in this questionnaire, your cooperation is needed to make the results of this study comprehensive, accurate, and timely.

This study is being performed under Contract 100-78-0067 with the National Institute of Education.

PROGRAM DESCRIPTION QUESTIONNAIRE

INSTRUCTIONS: This instrument is divided into four (4) parts: Background History, Program Philosophy and Goals, Organizational Structure and Program Operations, and General Questions. Some items require a single response; some require multiple responses; and a few require narrative answers. Directions will be provided, where appropriate for each such item.

Where statistics are requested, they should be for the last completed school year (1978-79), unless otherwise noted.

Be sure to sign the "Permission to Print" block at the end of the questionnaire.

When you have completed the survey, simply fold it over, staple, and mail.

All completed questionnaires must be received by JWK International no later than May 1 to be considered for inclusion in the Directory.

Thank you for your help.

For purposes of this study, an in-school alternative to suspension is a program to which students are referred in lieu of suspension from school or for accumulating offenses which may lead to suspension. Such referral would constitute a disciplinary action; however, the program may include one or more of these: detention, counseling, academic work, work details, parent involvement, crisis intervention. Students might participate for one or two periods, a few days, or in some ongoing manner (e.g., once a week for three months). Some schools which sponsor such programs also use home suspension as a disciplinary tool.

BACKGROUND/HISTORY OF THE PROGRAM

1. Please fill in the correct name of the program; the legal name, address, and phone number of the school district; and the name, title, address, and phone number of the current program director if different from that of the school district. The program will appear in the directory under the program and district names which you provide here.

Program Name: _____

District Name: _____

District Address: _____

(zip code)

District Phone Number: _____
(Area Code) Number

Program Director's Name _____

Title: _____

Program Director's Address _____

(zip code)

Program Director's Phone Number: _____
(Area Code) Number

2. Would you be willing to answer inquiries about your program which might occur as a result of your program being included in the directory?

Yes ☐

No ☐

Not sure ☐

3. What is the date when the in-school alternative program named above began in the district? (Fill in the date below.)

4. Did you work on the program from its beginning?

Yes ☐

No ☐

If you answered "NO", please fill in the name, address, and current phone number of the person who started the program, if you have this information available.

Name: _____

Address: _____

(zip code)

Phone Number: _____
(Area Code) Number

5. Which of the statements below characterize your program? (Check as many as are appropriate.)

- A. The program is structured around a classroom or other facility within a school building where the student is assigned to "cool off" usually immediately following a classroom disruption. The student stays in this place only a short period of time, often less than one day. ☐
- B. The student is assigned to the program for a specific offense, which in the absence of the program would have resulted in suspension or expulsion. ☐
- C. The program functions primarily as an extension of counseling services. Students can either be assigned to the program for specific offenses or can refer themselves for counseling. ☐
- D. The program emphasizes improvement of academic skills of students assigned for misbehavior in lieu of suspension. ☐
- E. The program focuses or is structured around the principles of behavior modification which primarily follow from the operant conditioning paradigm of Skinner. ☐
- F. The program focuses or is structured around the principles of non-directive counseling introduced in the work of Carl Rogers. ☐
- G. The program focuses or is structured around the principles of values clarification as found in work such as that of Dr. Glasser. ☐
- H. The program is modeled after the PASS (Positive Alternatives to Student Suspension) Project in Pinellas County, Florida. ☐
- I. The program focuses or is structured around weekend or evening work, either for the school or in the context of a vocational education or job-training program in lieu of suspension. ☐
- J. The program utilizes students who are trained as peer counselors. ☐
- K. The program is an alternative school operating within the district or outside the district with the support of a public or private agency. ☐
- L. The program is structured around an ombudsperson who serves as a conflict mediator and liaison between students, their parents and building/district staff. ☐
- M. None of the above statements are applicable to my program. ☐

If you checked only this last box in response to question 5, please explain briefly below the type of program which operates in your district.

N. If the program includes active parent involvement, please describe briefly below.

6. How would you characterize the community served by this program?

- A. Urban: city of over 50,000 population ☐
- B. Small City: city under 50,000 population ☐
- C. Suburban: not a city, but within a Standard Metropolitan Statistical Area (SMSA) ☐
- D. Rural: not within SMSA and having a low population density ☐

- Roughly, what percentage of the total population of this school district falls within each of the following categories? (Fill in the appropriate percentages.)

- A. Upper Income: (per family income in excess of \$25,000 per year) _____%
- B. Middle Income: (per family income between \$8,000 and \$24,000 per year) _____%
- C. Low Income: (per family income below \$7,999 per year) _____%

8. What was the school district's 1978-79 student enrollment?

- A. For elementary grades (PK-6)? _____ students
- B. For junior high school (7-9) or middle school (6-8)? _____ students
- C. For senior high school (9-12 or 10-12)? _____ students

9. Of the total student enrollment for the 1978-79 school year, what percentage fell within each of the following ethnic categories? (Fill in the percentage for each category.)

- A. Black, not of Hispanic origin _____%
- B. Hispanic _____%
- C. Native American or Alaskan Native _____%
- D. Asian American or Pacific Islander _____%
- E. White, not of Hispanic origin _____%
- F. Other _____%

10. How many buildings have a component or unit of the in-school alternative program cited in item 1 above? Fill in number of buildings for each category as follows: Buildings having program component/total number of buildings in that category within the district.

(Example: Elementary 6 / 10 = 6 elementary schools have program component/
10 elementary schools in the district)

Elementary _____ / _____

Junior High/Middle School _____ / _____

Senior High _____ / _____

PROGRAM PHILOSOPHY AND GOALS

11. What are the goals of the in-school alternative program identified in item 1? (Briefly write out the goals.)

12. How do you determine whether or not the program goals are being met? (Briefly describe the specific procedures used to determine whether the program is meeting its goals.)

13. What specific measures do you feel are the most accurate and valid for providing a picture of the success of the in-school alternative program cited in item 1? (Please list the specific measures used.)

14. How many students were suspended out-of-school in each of the last four years? (Please fill in each cell for which data are available.)

	Non-White Students*	White Students
1976 - 1977		
1977 - 1978		
1978 - 1979		
1979 - 1980		

*Non-White students include: Hispanics, Blacks, Native Americans, and Asian Americans, Alaskan Natives, and Pacific Islanders.

15. Has the in-school alternative program contributed to a reduction in the number of out-of-school suspensions during the time it has been in existence?

YES ☐

NO ☐

ORGANIZATIONAL STRUCTURE AND PROGRAM OPERATIONS

Getting Into The Program

16. What are the reason(s) that a student might be assigned to the in-school alternative program? (Check as many as are appropriate.)

A. Truancy

☐

B. Fighting

☐

C. Insubordination

☐

D. Skipping Class

☐

E. Drug or Alcohol Use

☐

F. Academic Deficiency.

☐

G. Counseling

☐

H. Absence from School

☐

I. Dress Code Violation

☐

J. Vandalism

☐

K. Other

☐
☐
☐

If "Other" is checked, what are the specific offenses?

17. Which of the following individuals can directly refer a student to the in-school alternative program? (Check as many as are appropriate.)

- A. The Principal
- B. The Assistant Principal(s)
- C. A Teacher
- D. The Program Director
- E. Students themselves
- F. Parents
- G. Juvenile Justice System
- H. Family Court Personnel
- I. Other Community Agencies
- J. Other

☐
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If "Other" is checked, please list those individuals or agencies that can refer a student to the in-school alternative.

The Program Itself

18. What is the average length of assignment to the in-school alternative program?

_____ days

19. Which of the following assignment options is used? (Check as many as are appropriate.)

- A. Student is assigned full time for the duration of his/her stay.
- B. Student is assigned to the program for only part of the day.
- C. The program does not provide a specific place for the student to go.

☐
☐
☐

20. Is any type of interviewing or testing done prior to or at the time of student intake?

YES ☐

NO ☐

If you answered "YES", briefly describe the intake test or procedure below.

21. What is the maximum capacity of the program at any one time? _____ students

22. How many students were assigned to the in-school alternative program during each of the last four school years? (Please fill in each cell for which data are available.)

	Non-White Students*	White Students
1976 - 1977		
1977 - 1978		
1978 - 1979		
1979 - 1980		

*Non-White students include: Hispanic, Blacks, Native Americans and Asian Americans, Alaskan Natives, and Pacific Islanders.

23. Describe briefly what a student does during a typical program day.

24. What restrictions, if any, are placed on students while participating in the in-school alternative program? (Please describe briefly, e.g., not able to eat during regular lunch period, prohibited from participating in extracurricular activities, socializing with friends, etc.)

Staffing The Program

25. Which of the staff categories/roles below are involved in the program directly? (Check as many as are appropriate.)

Regular Teacher (full time)

☐

Paraprofessional (e.g., aides)

☐

Counselors

☐

Psychologists

☐

Teachers (on a rotating basis)

☐

Administrators

☐

Parents

☐

Student Tutors/Aides

☐

26. How many staff members does it take to run the program? (Fill in the full time equivalent [FTE] number next to each category.)

Professional _____ FTE (includes Counselors & Psychologists)

Support _____ FTE (includes Aides & Paraprofessionals)

Parents _____ FTE

Other _____ FTE

The Program's Budget

27. Where do the funds come from to support the in-school alternative program? (Check as many as are appropriate.)

- A. Federal Government
- B. The State
- C. The local district budget
- D. Other local governmental unit
- E. Private foundations
- F. Other sources

☐
☐
☐
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☐
☐
☐

28. If more than one source was checked in item 27, which is the major source of program revenue?

- A. Federal Government
- B. The State
- C. The local district budget
- D. Other local government unit
- E. Private foundation
- F. Other sources

☐
☐
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☐

29. If Federal Government was checked, please specify which agency or program.

30. If some other local governmental unit, in addition to the local school district, supports the program, please identify below the additional supporting agency(ies).

Program Space

31. Is the program assigned regular, separate, dedicated space?

YES ☐

NO ☐

If "YES" approximately how many square feet of space, on the average, are provided in each building(s) where the program is housed? _____ square feet or number of classrooms _____

OR

If this questionnaire is being filled out in a large district with many program sites: Is the program usually given a separate classroom or other dedicated space in the majority of the buildings housing individual program components?

YES ☐

NO ☐

32. What was the total cost of running this program for the 1978-1979 school year? \$ _____

Of the total cost, what was the percentage allocated to each of the following areas?

Staff Salaries _____ %

Physical Requirements (e.g., heat, rent, telephone, etc.) _____ %

Supplies (e.g., paper, consumables, etc.) _____ %

Materials (e.g., audio-visual equipment, filmstrips, tapes, etc.) _____ %

Exiting From The Program

33. Who decides when the student returns to his/her regular class schedule? (Check as many as are appropriate.)

A. The term of assignment to the in-school alternative is fixed at the time the student is assigned to the program. ☐

B. The Program Director and/or some other designated persons or team of persons review the student's record in the program and decide when to return him/her to the regular program. ☐

C. Other ☐

If some other procedure is utilized, describe it below.

GENERAL QUESTIONS

34. Are there one or more aspects of your program which you believe to be unique or particularly interesting, and which you feel would be helpful to other educators in setting up a similar program? Please describe this attribute briefly.

35. What are some of the problems which have been encountered in the operation of the in-school alternative program? (Check as many as apply.)

Maintaining financial support for the program. ☐

Recruiting and retaining effective staff. ☐

Students assigned to the program refuse to attend. ☐

Students initially assigned to the program continue to misbehave in order to be reassigned. ☐

Regular classroom teachers do not understand or support the goals of the program. ☐

The program has not significantly reduced the number of out-of-school suspensions. ☐

Discipline referrals by teachers have increased because they believe the program should be used as a discipline response in most cases of significant student misbehavior. ☐

Parents, students, and community groups do not understand the operation and goals of the program. ☐

The reasons for student assignment to the program are not well defined or consistently administered. ☐

Other (Please describe briefly.) ☐

36. Please list any other programs with which you are familiar.

Name

Location

ADDITIONAL COMMENTS:

SIGNATURE AND PERMISSION TO PRINT

The following statement must be signed by a staff member of the district who is able to give permission for the use of the district's name and the foregoing information in the Directory of In-School Alternative Programs.

I give permission to use the name of the _____
Legal Name of the District

school district and the information contained in the form and any attached or appended reports, forms, etc., in the Directory of In-School Alternative Programs. I understand that JWK and NIE will make no effort to confirm the accuracy of specific facts presented in these forms, that inclusion of this data does not constitute an endorsement of the program which the data describes by either JWK International Corporation or the National Institute of Education, and that JWK reserves the right to include or not include whichever programs it chooses in this directory.

Signed: _____
Title: _____
Typed or Printed Name _____
Date: _____

THANK YOU!

RETURN TO:

JWK INTERNATIONAL CORPORATION
7617 LITTLE RIVER TURNPIKE
SUITE 800
ANNANDALE, VIRGINIA 22003
(703) 750-3240

MR. RICHARD CHOBOT
PRINCIPAL INVESTIGATOR